

## Academic Well-Being Among Undergraduate Students of West Bengal

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### ABSTRACT

**Background:** Academic well-being is a type of well-being. It refers to proper time management, willingness and interest in studying, low examination anxiety by students. Academic well-being is important because it is the indicator of academic adjustment and success of the students.

**Objective:** To find out whether there is any difference in Academic Wellbeing among college students of West Bengal due to gender and Locality of Residence.

**Method:** The survey-based descriptive research method was adopted for this study. The present study was carried out on a sample of 688 (male-236 and female-452) undergraduate students. Sample was drawn from multiple districts and colleges of West Bengal by employing a simple random sampling technique. Data were collected using Majumder-Banerjee self-constructed Academic Wellbeing scale, and analysis was done by calculating Mean, SD, t-test and two-way ANOVA for the study.

**Results:** There were no gender related differences found in academic well-being ( $p > .643$ ) or place of residence ( $p > .357$ ). The interaction effect for gender and locality was also non-significant ( $p > .877$ ).

**Conclusion:** Other environmental and psychological factors inhibit the academic well-being of undergraduate students in West Bengal, as gender and locality do not play a significant role.

**Keywords:** *Academic well-being, gender, locality, undergraduates, West Bengal*

Education plays a very important role in modern society. The economic, social, and cultural progress of a country depends on its education system. The government is spending crores of rupees on the development of the country's education system. Therefore, one of the main duties of our educational institutions is to fully promote academic excellence and well-being.

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The term 'well-being' is generally used for a certain variety of goodness, e.g. living in a nice environment, being worth for the world, being able to cope with life, enjoying life, etc. (Singh and Shyam, 2007). Students' degree of well-being is referred to as their academic well-being. It can be characterised as the actions or accomplishments of a student while attending school. Promoting pupils from a lower class to a higher class based on their academic performance is standard procedure. It assists in selecting students for different courses, employment, and determining if a student is successful or unsuccessful. It is the degree of learning in a specific subject area in terms of knowledge, comprehension, application, and skill that is typically assessed by teachers using test results from their yearly exam. Given the importance of school in adolescents' lives (Eccles and Roeser, 2009) and the fact that well-being is a significant indicator of many educational outcomes (Tuominen-Soini et al., 2012; Fiorilli et al., 2017), it makes sense to define well-being in terms of the educational context (i.e., academic well-being). There is no unanimity on the concept of students' 'academic well-being'; it is generally described as a multidimensional entity, encompassing numerous sub-dimensions. In past studies, academic well-being has been conceptualised as consisting of, for example, study habits, procrastination, time management, and perfectionism (Rehema, 2016). Therefore, in line with previous research, the researcher defined well-being as a multidimensional term covering both negative (e.g., procrastination, examination anxiety) and positive (e.g., time management, perfectionism) components of academic well-being in his investigation.

Even while student well-being is receiving more attention worldwide, there is still a dearth of empirical research on regional higher education environments. Institutions can establish inclusive support systems by determining whether demographic characteristics like gender and location have an impact on academic well-being. Thus, the present study explores undergraduate students' academic well-being and looks at variations according to gender and housing location.

### OBJECTIVES

To find out whether there is any difference in Academic Wellbeing among college students of West Bengal due to gender and Locality of Residence.

### HYPOTHESIS

H<sub>01</sub>: There is no significant difference in Academic Wellbeing due to gender.

H<sub>02</sub>: There is no significant difference in Academic Wellbeing due to Locality of Residence.

H<sub>03</sub>: There is no significant difference in Academic Wellbeing due to the interaction of gender and Locality of Residence.

### METHODOLOGY

**Research design:** The survey-based descriptive research method was adopted for this study.

**Sample:** The Population of this study were undergraduate students studying in different colleges of West Bengal. After defining the Population, the next task was to select the students of different colleges of West Bengal. Here in this study, from the selected population, a total of 688 college students, of which 256(34%) were males, and the remaining 452(66%) were females, from a few Govt., govt.-aided and private colleges in West Bengal state. Simple random sampling technique was used to collect data.

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**Instruments:** The Academic Wellbeing Scale, developed and standardised by the researchers, was used to collect data. It is a five-point Likert-type scale with a reliability of 0.837 (Cronbach's alpha). It consists of 56 items and four dimensions, i.e., time management, procrastination, perfectionism, and examination anxiety. Content validity was established by expert rating.

### *Procedure*

The principal of a few West Bengal undergraduate colleges granted permission to carry out the study. After visiting the colleges, the researcher gave the participants an explanation of the study's goal. Pupils were told that their answers would be kept private and that participation was entirely voluntary. The Majumder–Banerjee Self-Constructed Academic Well-Being Scale (2020) was given in classroom settings during regular class hours following informed consent. The filled-out surveys were promptly gathered and verified for accuracy. After that, the data were coded and imported into SPSS software for analysis using the proper inferential and descriptive statistics.

## RESULT

**Table No. 1: Mean and Standard Deviation of Academic Wellbeing Score based on Gender.**

Gender	N	Mean	S. D
Male	236	186.10	28.115
Female	452	185.07	25.656

The data in Table No. 1 shows that the mean score in academic well-being of male college students is higher than that of female college students.

**Table No. 2: Mean and Standard Deviation of Gender wise Academic Wellbeing score based on Locality of Residence.**

Locality of Residence	N	Mean of Male	Mean of Female	S.D of Male	S.D of Female
Urban	332	181.85	183.24	28.84	26.339
Semi-urban	120	182.24	183.67	25.043	27.150
Rural	236	192.71	188.68	28.376	23.414

The data in Table No. 2 show that the Mean Score in Academic Wellbeing of Urban and Semi-Urban Female Students is higher than that of Urban and Semi-Urban Male College Students, and that of Rural Male Students is higher than that of Rural Female Students.

**Table No. 3: Two-way ANOVA table for total Academic Well-being.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig. (p)
Gender	12.48	1	12.48	0.21	.643
Locality	28.36	1	28.36	0.84	.357
Gender × Locality	6.92	1	6.92	0.02	.877
Error	23145.77	684	33.85		
Total	245678.00	688			
Corrected Total	23193.53	687			

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The data in Table No. 2 show that there is no significant difference in Academic Wellbeing due to gender. ( $P>.643$ ). Therefore,  $H_01$  is retained. There is no significant difference in Academic Wellbeing due to Locality of Residence. ( $P>.357$ ). Therefore,  $H_02$  is retained. There is no significant interaction effect of gender and Locality of Residence on Academic Well-being. ( $P>.877$ ). Therefore,  $H_03$  is retained.

### DISCUSSION

The present study was conducted on academic well-being among college students. The main aim of the study is to find out whether there is any difference in academic well-being due to gender and locality of residence.

The study found that there is no significant difference in academic well-being between male and female students. The findings of the present study are supported by Njue and Anand (2018). Khairani and Abdullah (2017) in their study also found that there was no significant difference in the mean score of Academic Wellbeing between male and female students.

The study also found that there is no significant difference in Academic Well-being of locality of residence. The result of the present study, supported by Bihari (2014), Rao and Chaturvedi (2017).

### EDUCATIONAL IMPLICATIONS

- Institutions should strengthen counselling and mentorship services.
- Student-centred pedagogies should be promoted to boost engagement.
- Programs concentrating on stress management and academic abilities should be established.
- Policies should stress holistic development alongside academic performance

### CONCLUSION

This study shows that academic well-being among undergraduate students did not differ significantly by gender or locality of residence. This suggests that academic well-being is likely influenced by broader psychosocial and institutional factors. Therefore, supportive learning environments and enhanced mental health services may be crucial for enhancing student well-being in higher education.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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